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当代全美 **MBA** 经典教材书系(英文改编版)

★★★★ 人力资源管理系列 ★★★★★

组织中的人际关系

技能与应用 (第6版)

罗伯特·N. 卢西尔 (Robert N. Lussier) / 著

HUMAN RELATIONS IN ORGANIZATIONS

APPLICATIONS AND SKILL BUILDING



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· 院长寄语 ·

北京大学光华管理学院秉承北大悠久的人文传统、深邃的学术思想和深厚的文化底蕴,经过多年努力,目前已经站在中国经济发展与企业管理研究的前列,以向社会提供具有国际水准的管理教育为己任,并致力于帮助国有企业、混合所有制企业和民营企业实现经营管理的现代化,以适应经济全球化趋势。

光华 MBA 项目旨在为那些有才华的学员提供国际水准的管理教育,为工商界培养熟悉现代管理理念、原理和技巧的高级经营管理人才,使我们的 MBA 项目成为企业发展致富之源,为学员创造迅速成长和充分发挥优势的条件和机会。

为了适应现代人才需求模式和建立中国的一流商学院,北京大学光华管理学院正在推出国际 MBA“双语双学位”培养方案;同时,为了配合北大 MBA 教育工作的展开,光华管理学院与北大出版社联合推出本套《当代全美 MBA 经典教材书系(英文影印版/英文改编版)》,并向国内各兄弟院校及工商界人士推荐本套丛书。相信我们这些尝试将会得到社会的支持。而社会对我们的支持,一定会使光华 MBA 项目越办越好,越办越有特色。

北京大学光华管理学院院长

陈维英

出版者序言

2001年12月10日中国加入了世界贸易组织,从此,中国将进一步加强与世界各国在政治、经济、文化各方面的交流与合作,这一切都注定中国将在未来世界经济发展中书写重要的一笔。

然而,中国经济的发展正面临着前所未有的人才考验,在许多领域都面临着人才匮乏的问题,特别是,了解国际贸易规则、能够适应国际竞争需要的国际型管理人才更是中国在未来国际竞争中所必需的。因此,制定和实施人才战略,培养并造就大批优秀人才,是我们在新一轮国际竞争中赢得主动的关键。

工商管理硕士(MBA),1910年首创于美国哈佛大学,随后MBA教材历经百年风雨不断完善,取得了令世人瞩目的成绩。如今,美国MBA教育已经为世界企业界所熟知,得到社会的广泛承认和高度评价。中国的MBA教育虽起步较晚,但在过去10年里,中国的MBA教育事业发展非常迅速,也取得了相当显著的成绩。现在国内已经有50多所高等院校可以授予MBA学位,为社会培养了3000多名MBA毕业生,并有在读学员2万多人。

目前,国内的MBA教育市场呈现一片繁荣景象,但繁荣的背后却隐藏着种种亟待解决的问题。其中很大一部分问题是因为目前我国高校使用的教材内容陈旧,与国外名校的名牌教材差距较大,在教学内容、体系上也缺乏与一流大学的沟通。一方面,为适应经济全球化,国家教育管理部门曾要求各高校大力推广使用外语讲授公共课和专业课,另一方面,在我国加入WTO后急需的上百万人才中,对MBA人员的需求更是占三分之一之多,所以,大力开展双语教学,适当引进和借鉴国外名牌大学的原版教材,是加快中国MBA教育步伐,使之走向国际化的一条捷径。

目前,国内市场上国外引进版教材也是新旧好坏参差不齐,这就需要读者进行仔细的甄别。对于国外原版教材的使用,我们要提几点看法,国外每年出版的教材多达几万种,如果不了解国外的教材市场,不了解国外原版教材的品质就不可能找到真正适合教学和学习的好的教材。对于不太了解外版教材的国内读者来说,选择教材要把握以下几点,即:选择国外最新出版的书;选择名校、名作者的书;选择再版多次并且非常流行的书。综合以上几点来看,目前国内市场上真正出新、出好、出精的MBA教材还是不多的。基于以上认识,北京大学出版社推出了《当代全美MBA经典教材书系(英文影印版/英文改编版)》,本套丛书的筛选也正是本着以上提到的几点原则,即:出新、出好、出精。经过北京大学及国内其他著名高校的知名学者的精心挑选,本套丛书汇集了美国管理学界各个学科领域专家的权威巨著,称得上是一套优中选精的丛书。本套丛书现在已经推出了会计类、金融类、国际商务类、市场营销类、电子商务类、统计类六个系列,现在又新推出了MBA核心课程和人力资源管理两个系列,以后,我们还将陆续推出更多专业的英文影印版及英文改编版书籍。

致谢

本套教材是我社与国外一流专业出版公司合作出版的,是从大量外版教材中选出的最优秀的一部分。在选书的过程中我们得到了很多专家学者的支持和帮助,可以说每一本书都经过处于教学一线的专家、学者们的精心审定,本套教材的顺利出版离不开他们的无私帮助,在此,我们对审读并对本套丛书提出过宝贵意见的老师们表示衷心的感谢,他们是(按拼音排序):

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本套丛书的顺利出版还得到了培生教育出版集团(Pearson Education)北京代表处、汤姆森学习出版集团(Thomson Learning)北京代表处及麦格劳-希尔教育出版公司(McGraw-Hill Education)北京代表处的大力支持,在此对他们也表示真诚的感谢。

出版声明

本套丛书是对国外原版教材的影印,由于各个国家和地区的政治、经济、文化背景的不同,对于原作者所持观点还请广大读者在阅读过程中加以分析和鉴别。我们希望本套丛书的出版能够促进中外文化交流,加快国内经济管理专业教学的发展,为中国经济走向世界作出一份贡献。

我们欢迎所有关心中国 MBA 教育的专家学者对我们的工作进行指导,欢迎每一位读者给我们提出宝贵的意见和建议。

北京大学出版社
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2004 年 12 月

关于本书

适用对象

本教材适合财经类专业本科生、研究生及 MBA 使用。

内容简介

卢西尔的《组织中的人际关系:技能与应用》第 6 版意在培养学生们对人际关系的应用和技能。本书中介绍的方法适合于那些愿意将更多的实践练习引入课堂的教授们和除理解概念外还愿意应用并培养他们日常生活和职业生涯所需技能的学生们。本书还平衡并综合了三个分支概念:对人际关系/组织行为概念清楚而简洁的认识;人际关系/组织行为概念在商界重要观点中的应用;人际关系/组织行为概念的发展。本书介绍的方法能够帮助读者理解这些概念并在各种实际环境中运用它们,最终融入自己的生活中。

作者简介

罗伯特·N. 卢西尔(Robert N. Lussier)获得萨尔曼州立学院(Salem State College)商业管理专业理学学士学位,美国萨佛克大学(Suffolk University)商业和教育专业双硕士学位以及纽罕文大学(University of New Haven)管理学博士学位。

卢西尔博士是美国斯普林菲尔德学院(Springfield College)的管理学教授,有超过 25 年的教学经验。他建立的开发和应用人际关系技巧的方法十分新颖,并被广泛应用于个人和职业生活中。

卢西尔博士是一个多产作家,值得一提的是,他的著作超过了 225 本,其中包括 4 种教科书以及多种教辅材料。他对实证研究兴趣浓厚,在多种杂志上发表过文章,如《企业家协会会刊》(*Academy of Entrepreneurship*)、《商务视野》(*Business Horizons*)、《商业周刊》(*Business Journal*)、《企业家经理人》(*Entrepreneurial Executive*)、《企业家理论和实践》(*Entrepreneurial Theory and Practice*)、《商业与企业家周刊》(*Journal of Business & Entrepreneurship*)等。

卢西尔博士在许多商业和非盈利组织做过顾问。事实上,本书中的一些材料来自于他为客户所作的咨询。这些客户包括 Baystate 医学中心、可口可乐公司、金融教育机构、孟山都(Monsanto)、社会保障局、客座护士协会等。卢西尔博士在教学和人际交往方面有着丰富的经验。

主要特色

- 补充并更新了开放性案例。全书通过将书本中的概念应用于案例中来帮助读者更好地理解相关概念在人际关系中的实际应用。
- 本书第 3 章有一个性格测试,其他各章都将读者的性格与本章的相关概念相联系。
- 增加了 20 个全新的自测练习促使读者更好地认识自己。

简要目录

第一部分

内省技巧:行为、人际关系和个人表现

1. 理解行为、人际关系和表现
2. 个性、学习能力和感知
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15. 时间和职业生涯管理

教辅产品

教师指导光盘及相关教辅材料(由麦格劳-希尔教育出版公司教师服务中心提供)。

Preface

In his book *Power Tools*, John Nirenberg asks: “Why are so many well-intended students learning so much and yet able to apply so little in their personal and professional lives?” Is it surprising that students cannot apply what they read and develop skills when most textbooks continue to focus on concepts and reading about them with examples, rather than take the next step to develop ability to apply what students read and to develop skills using the concepts? Russ Ackoff, *Academy of Management Learning & Education*, said we should be teaching students to learn how to learn. Pfeffer and Sutton, *The Knowing-Doing Gap*, concluded that the most important insight from their research is that knowledge that is actually implemented is much more likely to be acquired from learning by doing than from learning by reading, listing, or thinking. *I wrote this book to give students the opportunity to learn how to learn by doing through applying the concepts and developing skills used in their personal and professional lives.*

I wrote the first edition back in 1988, prior to AACSB and SCANS called for skill development and outcomes assessment, to help professors develop their students’ ability to apply the concepts and develop organizational behavior/human relations skills. Unlike competitors, I don’t just tell you about the concepts. With networking, for instance—the way most people get jobs and promotions today—I tell you step-by-step how to network and provide you with self-assessment exercises, application exercises, skill development exercises, and often, videos. So rather than simply knowing the concepts, you can actually develop skills.

But is the skills approach any good? This is the sixth edition, and each edition has sold more copies. John Bigelow compared skills texts in his article “Managerial Skills Texts: How Do They Stack Up?” in the *Journal of Management Education*, and gave *Human Relations in Organizations* a top rating for a general OB course. *Reviewers continue to say it is the best “how to work with people” textbook.* Although competing texts now include exercises, reviewers continue to say that no competitor offers the quality and quantity of application and skill-building material.

Integration with Flexibility

This book continues to have a balanced three-pronged approach:

- A clear, concise understanding of human relations/organizational behavior (HR/OB) concepts (second to none);
- The application of HR/OB concepts for critical thinking in the business world (there are seven types of applications, including video); and
- The development of HR/OB skills (there are six types of skill-building exercises, including video).

In addition to this text and its supporting ancillary package to support these distinct but integrated parts, this new edition includes tests to assess student performance in all three areas. I wrote almost every application and skill exercise in this text and Instructor’s Manual to ensure complete integration and a seamless course experience.

The concepts, applications, and skill-building material are clearly identified and delineated in this preface, text, and IM/test bank. Our package offers more quality and quantity of application and skill-building material to allow professors

to create their unique courses using only the features that will achieve their objectives. Thus, it is the most flexible package on the market. Next is an explanation of features to choose from for concepts, applications, and skill building.

Concepts

- *Research-based and current.* The book is based on research, not opinion. The sixth edition has been completely updated. There are over 1,350 references, for an average of 90 per chapter, 22 percent more references than the fifth edition. Of the references, 76 percent are new, and around 90 percent are dated 2000 and later, with earlier references primarily being classics, such as the motivation (Maslow) and leadership (Fiedler) theories.
- *Comprehensive coverage.* The text includes more topics than most competing texts.
- *Systems orientation.* The text is organized in two ways. First, the parts of the book are based on the competency model of managerial education, building from intrapersonal skills, to interpersonal skills, to leadership skills. Second, it also follows the levels of behavior approach, going from individual, to group, to organizational levels of behavior. The systems effect is discussed throughout the book. Cases from Chapters 2 through 15 have questions based on previous chapters to integrate the concepts of multiple chapters.
- *Recurring themes.* Chapters 2 through 15 begin with a discussion of how the chapter concepts affect behavior, human relations, and performance. Most chapters include a discussion of how the concepts differ globally and in electronic organizations.
- *Pedagogy.* Each chapter contains the following: (1) Learning outcomes at the beginning and in the body of the chapter where the objective can be met. (2) Key terms at the beginning of each chapter and again at the end of the Review. The key terms appear in *boldface* and *are defined within the chapter in italic* so they are easy to find. (3) Chapter outlines. (4) Exhibits, some of which contain multiple concepts or theories. See Exhibits 7-7, 8-7, 8-8, and 11-7, for example. (5) Chapter Review. The unique feature of the Chapter Review is that it is active. Students must fill in the blanks with the appropriate key terms in one of three ways: from memory, from a list of key terms at the end of the review, or from the key terms at the beginning of the chapter.

REVIEW

Select one or more methods: (1) fill in the missing key terms from memory; (2) match the key terms from the end of the review with their definitions below; and/or (3) copy the key terms in order from the key terms at the beginning of the chapter.

As was clearly stated, human relations skills are very important for success in organizations for the individual, group, and organization as a whole. _____ are interactions among people, while the _____ is to create a win-win situation by satisfying employee

- *Test Bank Assessment of Concepts.* The test bank includes true-false and multiple-choice questions for the concepts, including the key terms, presented in each chapter. The test bank also includes the learning outcomes from each

chapter, which can be used as short-answer questions to test concept understanding. The answers to the learning outcomes appear in the Instructor's Manual and test bank.

Applications

1. *Opening Case.* Each chapter opens with a case. Throughout the chapter, the ways the text concepts apply to the case are presented so that students can understand the application of the concepts to actual people in organizations. An icon (OCA—Opening Case Application) appears in the margin to indicate a case application.



Perception

The Nature of Perception

Bias in Perception

How Perception Affects Behavior, Human Relations and Performance

Developing Positive First Impressions

The Primacy Effect and the Four-Minute Barrier

Image Projection

Frito-Lay is the undisputed global king of the snack-food industry with revenues of more than \$25 billion and over 135,000 employees. Frito-Lay is actually owned by PepsiCo, as are Tropicana and Quaker Oats, which owns Gatorade. PepsiCo brands are available in nearly 200 countries and territories. Frito-Lay's mission is to become the world's favorite convenience- and fun-food company. You have most likely eaten one of Frito-Lay's snacks since the company has over 100 products under these, and other, brand names: Cheetos, Cracker Jack, Doritos, Fritos, Funyuns, Lay's, Rold Gold, Ruffles, Smartfood, Sun Chips

2. *Work Applications.* Throughout each chapter there are approximately 11 questions (172 total) that require the students to apply the concepts to their own work experience. Work experience can be present or past, and part-time, summer, or full-time employment. Work applications require the students to think critically and bridge the gap between the concepts and their world.

WORK APPLICATIONS

2. Give two examples of when your attitudes affected your performance. One should be a positive effect and the other a negative one. Be sure to fully explain how the attitude affected your performance.
3. Give an example of when you lived up to or down to someone else's expectations of your performance (the Pygmalion effect). It could be a parent's, teacher's, coach's, or boss's expectation. Be specific.

3. *Application Situations.* Each chapter contains two to six boxes, each with 5 to 10 questions (325 total) that require students to apply the concept illustrated in a specific short example. The questions develop critical thinking skills through the application process.

APPLICATION SITUATIONS

Channel Selection	Select the most appropriate channel for each message.			
AS 5-3	A. One-on-one	C. Meeting	E. Memo	G. Report
	B. Telephone	D. Presentation	F. Letter	H. Poster
_____ 1. The supervisor has to assign a new customer order to Karen and Ralph.				
_____ 2. The supervisor is expecting needed material for production this afternoon. She wants to know if it will arrive on time.				

4. *Cases—with Internet use and cumulative questions.* Each chapter has a case study from a real-world organization. At the end of the case, the organization's web-site is given so that students can visit the Web to get updated information on the case. Instructor's Manual material provides "How to Research Case Material Using the Internet" to help students. Chapters 2 through 15 include cumulative questions. Cumulative questions include concepts from previous chapters. For example, the case for Chapter 11 has five questions related to Chapter 11, followed by four questions relating concepts from Chapters 4 and 5, 6, 8, and 10. Thus, students continually review and integrate concepts from earlier chapters.
5. *Objective Cases.* At the end of each chapter is a short objective case. The unique feature is the "objective" part, with 10 multiple-choice questions, followed by one or more open-ended questions. These cases require students to apply the concepts to people and organizations.

OBJECTIVE CASE

Friedman's Motivation Technique

The following conversation takes place between Art Friedman and Bob Lussier. In 1970, Art Friedman implemented a new business technique. At that time the business was called Friedman's Appliances. It employed 15 workers in Oakland, California. Friedman's is an actual business that uses the technique you will read about.

BOB: What is the reason for your success in business?

ART: My business technique.

BOB: What is it? How did you implement it?

6. *Video Cases.* At the end of every chapter, there is an introduction to a video case, which the instructor shows in class. There are open-ended, critical thinking discussion questions in the textbook, with possible answers in the Instructor's

Manual. The cases require students to think critically as they apply the specific text concepts to an actual organization shown in the video.

VIDEO CASE 9

Andersen's Corporate Problems

(10:30 minutes)


Critical Thinking Questions:

The video illustrates how unethical use of power essentially destroyed Andersen Corporation and hurt its employees, and the power of the federal government to destroy a business.

1. Was the destruction of Enron documents by an Andersen employee ethical?
2. Was it ethical for the employees to use power to try to influence the government and society to let Andersen continue in business?
3. Was it ethical for the government to break up Anderson?

7. *Internet Exercises.* Online at mhhe.com/lussier6e, as well as self-testing and other features.
8. *Test Bank Assessment of Applications and Instructor's Manual.* The test bank includes the work applications from the text as well as multiple-choice questions, similar to the Application Situations and case questions, to evaluate critical thinking skills. The Instructor's Manual includes the recommended answers for all the application features above, except the opening case, which is illustrated throughout the chapter text.

Skill Building

1. *Self-Assessment Exercises.* Each chapter has between two and five (45 total, an average of 3 per chapter) self-assessment exercises to enable students to gain personal knowledge. Some of the exercises are tied to skill-building exercises to enhance the impact of the self-assessment. All information for completing and scoring, and self-assessment, is contained within each exercise. A new feature includes determining a personality profile (in Chapter 3); in all other chapters, students find out how their personality relates to their use of the chapter concepts.
2. *Group Skill-Building Exercises.* Around 30 percent of the skill-building exercises focus primarily on small group (2 to 6 members) activities. Thus, breaking into small groups is required. All group exercises are labeled , as illustrated below.

SKILL-BUILDING EXERCISE 11-1



Team Dynamics *Note:* This exercise is designed for groups that have met for some time. **In-Class Exercise** (Five or more hours are recommended.)



Objectives: To gain a better understanding of the group structure components and how they affect group performance, and to improve group structure.

SCANS: The SCANS competencies of resources, interpersonal skills, information, and, especially, systems, and the foundations of basic skills, thinking skills in the areas of problem solving and decision making, and personal qualities, are developed through this exercise.



Video

Skill-Building
14-2Video
BMV-1Video Exercise
13-3

3. *Role-Play Skill-Building Exercises.* Around 10 percent of the skill-building exercises focus primarily on developing skills through behavior modeling, as discussed next. Thus, breaking into groups of three and role playing is required.
4. *Models, Behavior-Model Videos and Icons, and Skill-Building Exercises.* Throughout the book are 29 models with step-by-step instructions for handling day-to-day human relations situations. How to use several of the models is illustrated in the behavior-modeling videos. For example, students read the model in the book and watch people send messages, give praise, resolve conflicts, handle complaints, and coach an employee, following the steps in the model. After viewing the video, students role-play how they would handle these human relations situations. Students may also give each other feedback on the effectiveness of their role plays. Videos can also be used as stand-alone activities. The icon combination in the margin illustrates when the video serves as a behavior model to a Skill-Building (SB) exercise. The SB icon also appears in the text when the concepts have been presented that enable the skill-building exercise to be completed. The lecture may stop and skill-building begin in class to break up the lecture.
5. *Behavior Model Videos and Icon.* There are one or more behavior model videos (18 total) for most chapters. Behavior model videos 2 through 18 show people successfully handling day-to-day human relations situations. Videos can be followed by class discussion. Also, many videos are used in conjunction with skill-building exercises. The video icon appears in the margin of the text, with the video behavior module number. The first number represents the chapter, and the second is the number of the video exercise within the chapter, to indicate when the concepts illustrated in the video have been covered. Thus, instructors may stop lecturing and show the video to break up the lecture.
6. *Video Exercise and Icon.* The video exercises are designed to illustrate specific text concepts that the students identify. Each exercise has a place for students to write their answers. The video icon indicates that a specific video module serves as a video exercise. The first number represents the chapter, and the second is the number of the video exercise within the chapter. Some of the video exercises can be used as part of a skill-building exercise or separately, and some are self-contained. Chapters 2, 4, 5, 7, 9, and 12 have video exercises.
7. *Test Bank Assessment of Skill-Building and Instructor's Manual.* The test bank includes skill building questions to assess skill building. The Instructor's Manual gives detailed instructions on using all skill-building exercises and answers to Skill-Building exercises. It also states how students can be tested on the exercises and provides instructions to give to students.

Self-Assessment Exercise 9-2

Political Behavior

Select the response that best describes your actual or planned use of the following behavior on the job. Place the number (1 to 5) on the line before each statement.

(5) Usually (4) Frequently (3) Occasionally (2) Seldom (1) Rarely

_____ 1. I get along with everyone, even those recognized as difficult. I avoid or delay giving my opinion on controversial issues.

8. *Skill-Building Objectives and SCANS.* Each skill-building exercise begins by listing its objective. The objective is followed by listing the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies developed through the exercise.

SKILL-BUILDING EXERCISE 8-2

Giving Praise In-Class Exercise

Objective: To develop your skill at giving praise.

SCANS: The SCANS competencies of information and, especially, interpersonal skills, and the foundations of basic and thinking skills and, especially, personal qualities, are developed through this exercise.



Preparation: You will need your prepared praise.

Experience: You will give and receive praise.

Procedure
(12–17 minutes)

Break into groups of five or six. One at a time, give the praise.

1. Explain the situation.
2. Select a group member to receive the praise.

9. *Individual and Group Skill-Building Exercises.* Around 60 percent of the skill-building exercises focus primarily on individual skill building, most of which are done outside class as preparation for the exercise. However, in-class work in groups using the concepts and sharing answers can enhance skill building. Thus, the instructor has the flexibility to (1) simply have students complete the preparations outside class and during class, and then go over the answers, giving concluding remarks and/or leading a class discussion without using any small group time, or (2) spend group class time as directed in the exercise. All individual and group exercises are labeled  , as illustrated below.

SKILL-BUILDING EXERCISE 13-2

Your College Climate In-Class Exercise



Objectives: To better understand organizational climate and the climate at your college.

SCANS: The SCANS competencies of interpersonal skills, information, and, especially, systems, and the foundations of basic skills and, especially, thinking skills in the areas of problem solving, and personal qualities, are developed through this exercise.

Preparation: You should have completed the preparation questionnaire.

Experience: Your class will calculate its climate and discuss it.

Procedure 1
*Tabulate the Class's
Survey Responses*

Option A: Break up into teams of five or six and tabulate team members' responses to each of the questions selected by your instructor. Each group reports its responses to the instructor, who tabulates the total responses for the entire class. He or she summarizes the results on the board.

VIDEO EXERCISE

**Learning Styles**

Objectives: To better understand the four learning styles.

Preparation: You should understand the four learning styles.

VE 2–1

Procedure 1
(10–20 minutes)

The instructor shows Video Module 2, Learning Styles. As you view the meeting, identify the learning style being used by each group member.

**BMV–2**

Chris _____ A. Accommodator

Bob _____ B. Diverger

Sandy _____ C. Converger

Jesse _____ D. Assimilator

Summary of Innovations

- The three-pronged approach to the text: concepts, applications, skills.
- The three-pronged test bank: concepts, applications, skills.
- Seven types of applications, clearly marked in the text, for developing critical thinking skills, including Internet exercises online.
- Six types of skill-building exercises, clearly marked in the text, that truly develop skills that can be used in ones' personal and professional lives.
- An unsurpassed video package: 18 behavior models and 15 Video Cases (14 new).
- Flexibility—use all or only some of the features; select the ones that work for you.

Changes to the Sixth Edition

I'm really excited about the changes to the sixth edition (6e). It's not just updated; it's even better than its five predecessors. Let's begin with overall changes, and then go on to discuss how each chapter has been improved.

- *Reorganization.* Although still following the levels of organizational behavior, the 6e parts are now based on the competency model of managerial education, building from intrapersonal skills in Part I, to interpersonal skills in Part II, to leadership skills in Parts III and IV. Communications Chapters 4 and 5 have been reorganized, and conflict has been moved up to Chapter 6, from Chapter 8, to form Part II, Interpersonal Skills. Chapter 13, Organizational Change and Culture, combines prior Chapter 12 and 14 to better coordinate and update the material and to provide space for a new chapter.
- *New chapter.* Chapter 10, Networking and Negotiating, has been added to incorporate these two new topics to the text.
- *Expanded global and e-org comparisons.* Thirteen chapters now include a discussion of how the chapter topics vary globally and in electronic organizations (e-orgs). There are also more gender comparisons.
- *Totally updated.* There are over 1,350 references, for an average of 90 per chapter, 22 percent more than in the 5e. Of the references, 76 percent are new and around 90 percent are dated 2000 and later, with earlier references primarily being classics, such as the motivation (Maslow) and leadership (Fiedler) theories.

- *Self-assessment exercises—more and a new type.* The total number of self-assessment exercises has almost doubled, to 45, an average of 3 per chapter, including 11 new traditional-style exercises. The new type begins in Chapter 2, when students determine their Big Five personality profiles. At the end of Chapters 3 through 15, students assess how their personality affects the concepts from the chapter.
- *New skill-building exercises.* There are 11 new ones, 22 percent more than in the 5e, 49 total, for an average of 3 per chapter.
- *New opening sections.* Chapters 2 through 15 now start with a discussion of how the chapter concepts affect behavior, human relations, and performance to show the importance of the concepts and the interrelationship between the concepts in the chapter. In the 5e, this discussion was spread throughout some of the chapters.
- *Chapter changes, in brief.* See the Instructor's Manual for more detailed discussion of these changes.

Chapter 1. The chapter has been reorganized. There is a new section explaining how the book is organized. The coverage of the current and future challenges to HR has been reorganized and updated.

Chapter 2. The discussion of locus of control and emotional intelligence (EI) has been increased. The discussion of apparel and grooming has been moved to Chapter 15 with career management.

Chapter 3. Coverage of attribution theory and self-concept, and global differences in job satisfaction, are expanded. There is a new section on ethics; part of the ethics coverage is moved from 5e Chapter 9 to 6e Chapter 3 to better reflect intrapersonal skills in Part I of the book. The coverage of ethics is also changed and expanded. The Self-Assessment Exercise on ethical behavior has been expanded to include more and better questions.

Chapter 4. Chapters 4 and 5 have been reorganized for better coverage of communications. The sections on message transmission channels, criticizing others, and dealing with emotional employees have been moved to Chapter 5. The section covering the communication process has been expanded and now includes the barriers to communication (from Chapter 5). There is new coverage of gender differences and cultural context (high versus low). In the Overcoming Global Barriers subsection, there is a new list of five guidelines to overcome barriers. The six response styles have been cut down to five; evaluating and confronting have been replaced with the advising response style.

Chapter 5. The organizational structure section now starts with a list of five questions and answers on how to design organizational structure. There is also expanded coverage of the principles of organization and departmentalization. The subsection on contemporary organization has been completely rewritten and updated and now includes learning, team, virtual, boundaryless, and e-organizations and a discussion of how contemporary organizations affect human relations. A writing skills section, which reviews the basics and has a new Application Situation for correcting punctuation, has been added. Dealing with emotional employees, a section from 5e Chapter 4, has been expanded to include emotional labor and gender and global differences in emotions. The section on situational communications is now part of Skill-Building Exercise 5–5 at the end of the chapter.

Chapter 6. This is 5e Chapter 8 with a revised title to focus on conflict. The coverage of workplace violence has been expanded to include causes of anger and violence, dealing with your own and others' anger and emotional control, signs of potential violence, and organizational and individual prevention of violence, with two new Work Applications. There are new explanations of the difference between the avoiding and accommodating and the compromising and collaborating conflict management styles.

Chapter 7. The Diversity of Global Leadership section has been reorganized and updated to include specific country differences in leadership and e-organizations.